



# **Electronic Data Reporting Template**

## **Guidance Activities Results Report (Large Group)**

**School: Dugway High School**

**Target Group: Senior Class 2008**

**Target Group selection is based upon: Goal to graduate every senior**

**Key Word: Graduation**

### **ABSTRACT**

This project focused on eighteen senior students using individual SEOP guidance activities with monitoring and follow-up meetings. The purpose was to provide help and resources to each senior with the intended result of each student qualifying for graduation. The results proved that with individual attention each of the eighteen seniors qualified for their high school diploma.

### **PROJECT DESCRIPTION**

#### **Introduction**

The desired result is that every senior student qualifies for graduation.

#### **Participants**

The target group is all eighteen senior students

#### **Method**

Starting at the first of the year at registration, students and parents were informed of each senior's graduation status. Individual transcript evaluations were completed on each student and initial SEOP plans were made for the completion of their graduation requirements. Senior group meetings were held bi-weekly with outside presenters focusing on post high school planning and the need to have their high school diploma. In the second quarter of the year Tooele school district counselors came into the school and met with every student and their parents for a formal SEOP meeting and graduation plan. At this time each student was made aware of ways of making up credit, including electronic high school, BYU correspondence classes, teacher packets, and work study credits. During the second semester, right up until the final grades were given, students were monitored on a weekly basis by individual student and parent meetings, phone calls, teacher reports and student progress evaluations.

### **RESULTS**

The results were that with parent, teacher, and counselor individual attention every student graduated. This included a number of students that were not projected to graduate on time.

### **DISCUSSION**

Through the use of guidance activities, especially individual SEOP meetings, parent and teacher involvement, and the constant monitoring of each student's progress; each senior student received the individual attention that they needed to



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Dugway High School**

**Target Group: All Senior, Junior, and Sophomore Students**

**Taking the UBSCT Test during the 2007/2008 school year**

**Target Group selection is based upon: Students needing to pass the UBSCT Test to qualify for graduation**

**Key Word: UBSCT Test**

### **ABSTRACT**

This project focused on 5 senior, 12 junior and 21 sophomore students each needing to pass the UBSCT test to qualify for graduation. The method used was individual and group counseling activities and test taking strategies with the results proving highly successful for the senior and junior students and moderately successful for the sophomore students.

### **PROJECT DESCRIPTION**

#### **Introduction**

The outcome desired is to give the selected students the skills necessary to pass the UBSCT test which they have not passed previously.

#### **Participants**

The students involved were 5 senior, 12 junior and 21 sophomore students.

#### **Method**

Starting at the beginning of the school year individual and group counseling directed activities were used. These included: overcoming barriers of effective learning and test taking anxiety, test taking strategies and how attitudes and classroom work habits impact testing results, parental awareness meetings and teacher help sessions.

### **RESULTS**

All five senior students passed their required UBSCT Test. Of the 12 junior students all but two passed their UBSCT Test. Of the 21 sophomore students 13 passed their UBSCT Test.

### **DISCUSSION**

Our findings proved highly successful for senior and junior students, but were not as effective for the sophomore students. Projections for next year: one senior student needing to pass the math test and another senior student needing to pass the writing test. Three junior students need to pass all three tests, two juniors students need to pass the math and writing test and three more junior students needing to pass just the writing test.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Grantsville High School

**Target Group:** 10<sup>th</sup> Grade

**Target Group selection is based upon:** Preparing 10<sup>th</sup> grade for the future.

**Key Word:** Drivers Ed.

### **ABSTRACT**

As counselors we have basic information and training we need to get to all students at Grantsville High School. This information is not critical but, can be of great value to a student throughout his/her high school career. We feel it necessary to instruct and inform students of these basic survival needs. We have found that large groups are the best way to reach as many students as possible. We have selected to go in to the Driver Education classroom four times a semester to delivery are information. This has been a great way to make contact with the majority of the tenth grade students. The first time we attend the class we give them a personality test and discuss it. Teaching them how to interact with others knowing that each individual will be different based on there personality. Discussing how some personalities are a natural fit and other are much more difficult to work with. The second time we attend there class we share with every student proper interviewing skills. The dos and the don'ts of being interviewed. Next we share some videos of a large variety of careers, and talk about the importance of finding a job that fits you and your personality. The final lesson we take all students to the computer lab and teach them how to log on and use The Choices Program. They take Interest Survey test that helps to identify career interest. They research college information and the build a resume all within the choices program. These are all skills that will benefit them not only through high school but throughout life.

### **PROJECT DESCRIPTION**

#### **Introduction**

- To teach and train students in some basic skills of interaction, interviewing and using the sources.

#### **Participants**

- All tenth grade student enrolled in Drivers Education. Which are semester classes.
- 3 classes of approximately 35 students per class per semester. 6 classes overall. About 210 sophomores.

#### **Method**

- Personality Test- Taylor Hartman Personality Profile.
- Power Point presentation on interviewing prepared by Kelly Morgan, Work Based Learning Coordinator
- Career Videos presented by MediaPro, Real Life 101
- Choices Program provided by the State of Utah

## **RESULTS**

It is very hard to gather data with such a large group. We do conduct individual interviews with a small percentage of students to get a feeling wither or not we feel the classes are being productive. Most student respond with it was fun, informational and they liked it. As far as having evidence that it is improving there grades or behavior we have none at this time. We do feel it is giving then a better foundation for success.

## **DISCUSSION**

With the growing numbers of tenth grade students now taking Drivers Education from private companies instead of through the school program and the age change of when you can begin the class. We are seeing more ninth grade students and less tenth grade students enrolled in the course. We are considering moving the four presentations into our Health classes were we have a better assurance that we will reach more the sophomores. Since Health is a mandatory class for all tenth grade students. The only reasons we are not already doing this is because Drivers Education has extra hours of seat time to spare then that of Health. We are also looking for a simple way to do to an assessment to determine if the four presentation we are conducting, are what will help our students to be most successful.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Grantsville High School**

**Target Group: Girls with Self-Esteem issues**

**Target Group selection is based upon: Referral by counselors and teachers with permission from parents/guardians.**

**Key Word: Self-Esteem**

### **ABSTRACT**

Based upon referral by other counselors and teachers, I held a small group over a period of 5 weeks designed to improve self-esteem through the relief of depression and anxiety symptoms and improving personal relationships. I used the curriculum from “Ten Days to Self-Esteem” by David D. Burns, M.D. as well as art projects and information gathered from the “Campaign for Real Beauty” by Dove. We met twice a week for 5 weeks and each time we met each girl took three assessments (depression, anxiety, and relationship satisfaction). Each time we met, we went through a lesson as outlined in the book and supplemented with our own personal experiences and ideas. The participants were able to practice techniques and solve problems as presented in the group and often helped to solve one of the other girls’ issues. The expected outcome was that the girls would learn that thoughts create moods and if we change our thoughts, we change our moods. The goal was that the scores for depression and anxiety would go down and the scores for relationship satisfaction would go up. In general, this seemed to be the case. Each session was slightly different, and there were many scores that spiked throughout, but in the end most scores were lower than the beginning despite it being the last week of school.

### **PROJECT DESCRIPTION**

#### **Introduction**

- To improve perceived self-efficacy in relationships and in school
- Help young girls recognize that thoughts create moods and we are in control of those thoughts. We can pull ourselves out of depression and anxiety and overcome the circumstances that surround us.

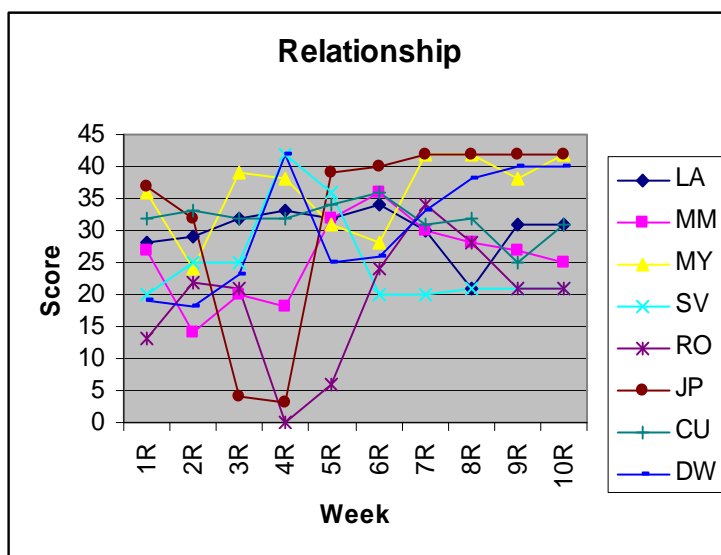
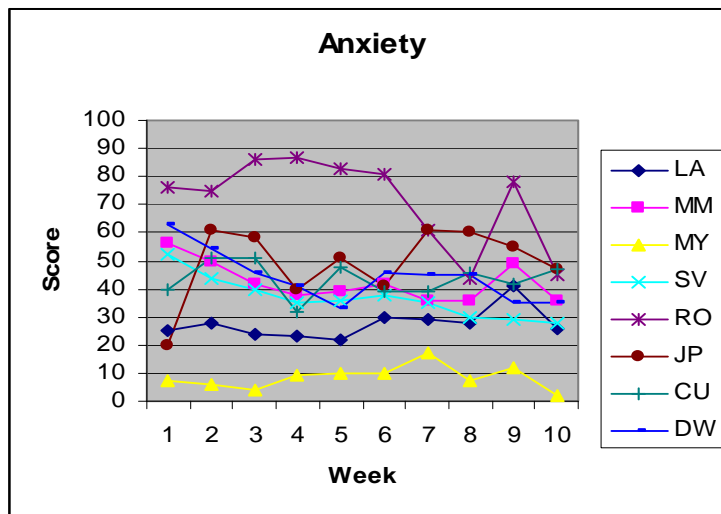
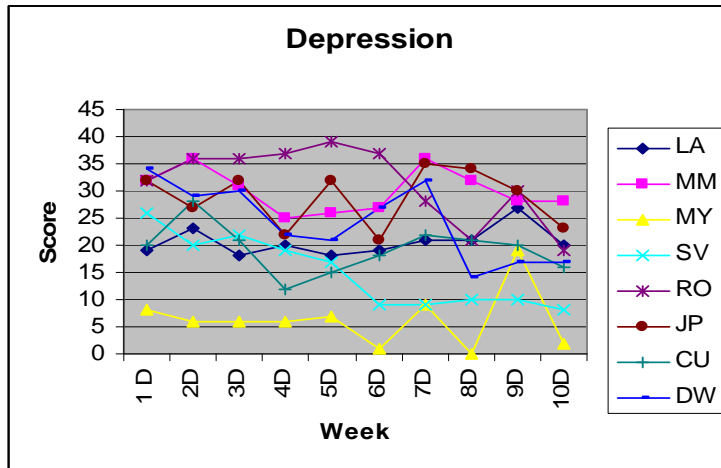
#### **Participants**

- Ten participants were selected, only seven chose to participate the entire time.
- Participants were selected by referral of counselors and teachers with the approval of parents.

#### **Method**

- Using Curriculum from “Ten Days to Self-Esteem”
- Dove Campaign for Real Beauty
- Art /Collages of what they liked and didn’t like about themselves.
- April 17<sup>th</sup> –May 27<sup>th</sup> (Tuesdays and Thursdays, varying periods)
- Each session the girls took a depression, anxiety, and relationship satisfaction test
- Lesli Allen (facilitator) Jill Gardner (co-facilitator)

## RESULTS



## DISCUSSION

In most cases, the girls varied from test to test, but ended with a healthier score than when they arrived. As expected, with teens, there are often off the chart highs and lows, but in general their scores improved. I intend to use this curriculum next year and to start much earlier in the year. I think that trying to fit it in at the end of the school year proved problematic to me as well as to others because the time of year naturally produces stress and anxiety. I will also increase the time span to ten full weeks instead of meeting twice each week for five weeks. I think that the lessons and the practice exercises require more time to apply to life. We had a real break through with a couple of the girls and many were able to express themselves appropriately for the first time in a long time. The girls were also able to see that everyone has issues that are difficult to deal with and a girl that might be considered popular or smart, may also have the same self-esteem issues as someone who is labeled “emo” or who is not popular by social standards. They were able to see that the world portrays false and unrealistic concepts of beauty and to start to accept themselves as they are.



## **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School: Tooele South High School**

**Target Group: All Students**

### **ABSTRACT**

The purpose of this project is to use guidance lessons to address the needs of the students and to enhance student knowledge that leads to student change. The participants were all 10-12<sup>th</sup> grade students at Tooele South High school. There were approximately 60 students participating in the guidance lessons. The method used was to base the guidance lesson content according to what parents, teachers, and students suggested from last year's needs assessments. From this assessment, the topics chosen were teamwork, conflict resolution, goal setting, and why a high school diploma is important. This study focuses on the guidance lesson that was presented to the students on goal setting. The expected results were that the students would be able to learn how to set goals, identify achievable goals for themselves, create an action plan, and understand how their everyday decisions can determine whether or not they achieve their goals.

### **PROJECT DESCRIPTION**

#### **Introduction**

As part of the Comprehensive Counseling and Guidance Program in Utah, counselors must spend around 25 % of their time in providing guidance curriculum to students. It was decided to base some of the guidance topics on the needs assessment done last year. Communication, goal setting, and staying in school were some of the more popular topics that parents, teachers, and the students wanted the counselor to address. Additional topics were addressed throughout the school year in other classes and through professionals brought into the school for presentations. Goal setting is one of the topics I presented to the students and is the one I chose to report on for this project because the students seemed to like this one the most.

#### **Participants**

The participants were all 10<sup>th</sup> -12<sup>th</sup> grade students attending Tooele South High School. The number of students at our school changes often. The number of students who received the guidance curriculum in the classroom was anywhere between 50-65 students.



## **Method**

The guidance lessons were given to students in their 40 minute A/B period. To reach the whole school, I spent 4 days in March 2008 going to each of the 4 A/B classes to present the curriculum. To start the lesson, the students were asked to identify and share with the class 5 goals they would like to accomplish in the next 10 years. Then we discussed the different goals and found most of the students were working on the same goals. Then I picked one student to come to the front of the class and choose between different money amounts. Then we discussed the choices he made, why he chose what he did, and whether or not others would have made the same decisions. Then another student was chosen to come to the front of the class and choose between different money amounts or what was hidden in a box. Again, we discussed the choices he made, why he chose what he did, and whether or not others would have made the same decisions. Then we talked about how goals need to be important to them personally, be in their power to make it happen, be something they have a reasonable chance of achieving, be clearly defined, and have a specific plan of action. Then the students were given a worksheet to help them set a goal and make a plan of action. We went through the worksheet together and we discussed each step. Then we talked about barriers that get in the way of their goals and how to overcome those barriers. We discussed the following quote: "The main reason for unhappiness and failure is giving up what is wanted the most for what is wanted right now!" I also showed them a video with a distracting gorilla on how important it is to focus on the goal and how easy it can be to get distracted. I collected the student's action plans and looked over all their steps and gave them tips on how to make their plans better. The students were able to get class points for completing the action plan. I followed up with the students to make sure they were still working on their goals.

The materials used were the book Still More Activities That Teach by Tom Jackson, 2 pennies, 2 nickels, 2 dimes, 2 quarters, 1 dollar bill, a box, setting goals worksheet, and the gorilla video.

The evaluation method was a student survey about the guidance lessons at the end of the year.

## **RESULTS**

When surveyed, the majority of the students said they liked the activities in this guidance lesson the best. Over 80% of the students said they learned important information from the guidance lesson. Over 95% of the students said they were able to use the information they learned in their everyday lives. Over 87% of the students were able to remember the goals they had set during the activity and over 85% of them were still working on their goals. When asked specific questions about the information given in the guidance lesson, two months later, over 70% of the students were able to correctly answer.

## **DISCUSSION**

The data shows that the students were benefited by the positively by the guidance lesson on setting goals. The students were able to achieve the expected results of the data project. The students were able to learn how to set goals, identify achievable goals, create and action plan that included specific steps to achieve their goals, and understand how the decisions they made everyday determines whether or not they are successful in achieving their goals. In addition, the students were able to anticipate possible barriers to achieving their goals and come up with a plan to avoid those barriers.

The participation and enthusiasm by the students for this lesson was amazing! I had two students tell me that they had achieved their goals they had set that day in class by the end of the year. A senior student set the goal to get all A's and B's for the 4<sup>th</sup> term. He said it was the best he's ever done in school. Another student set the goal to get off probation. She was able to achieve her goal by the end of the year.

Next year I will teach this guidance lesson at the beginning of the year so I can see more results.

I will also be able to help the students throughout the year to work on their goals.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Tooele South High School**

**Target Group: 10-12<sup>th</sup> grade students**

**Target Group selection is based upon: Those needing to make up credits**

### **ABSTRACT**

The purpose of this project is to design a class that helps students finish their Extended Day packets to make up missing credits. The participants are 10-12<sup>th</sup> grade high school students who need to complete packets in order to graduate. The method used was to not do anything the first semester to see how many students were able to complete packets without help. For the second semester, those students were placed in a 40 minute class everyday with 2 teachers in the class to help with the packets. The expected result is that students would be able to get their packets done sooner and not wait until the last minute to get them in. The students would also be able to finish the packets because they would be able to get help from teachers. The actual result is that students placed in the Extended Day class were able to get their packets done sooner and get adequate help.

### **PROJECT DESCRIPTION**

#### **Introduction**

Students at Tooele South High School who are missing credits pay to get Extended Day packets to make up their work. The majority of the students who come to our school are missing several credits. At our school there is little time for the students to work on or get help on the packets.

This is because the students get to school 10-15 minutes late and leave 15 minutes early because they are the last ones on the bus route before school and the first ones to be picked up after school. The first semester of school, several students complained they were stuck on their packets and weren't able to get help so they could move on and finish the packets. The teachers were also complaining about the study strategies class they were teaching. Many of the students weren't bringing any homework in and were refusing to do anything but talk in the class. After talking with the school administration, the decision was made to set up the study strategies class as an Extended Day class for the second semester. Only those students who had packets to work

on were put into the class. The desired result is that students would be able to spend time at school getting packets done and be able to get adequate help from teachers. The intended student behavior is that the students would ask the teachers for help and be able to finish their Extended Day work quicker.

### **Participants**

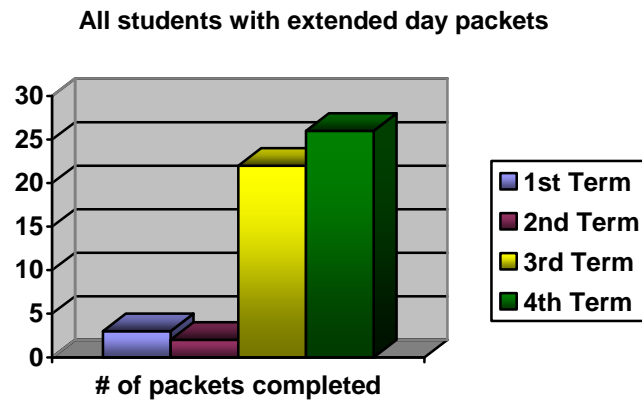
The participants were 13 students who needed to finish Extended Day packets and didn't have to take a different class during the A/B period. Of those 14 students enrolled in the Extended Day class, one was in 10<sup>th</sup> grade, 5 were in 11<sup>th</sup> grade, and 8 were in 12<sup>th</sup> grade. During the semester, 2 of the students transferred to different schools and 3 more stopped coming to school during the 4<sup>th</sup> term.

### **Method**

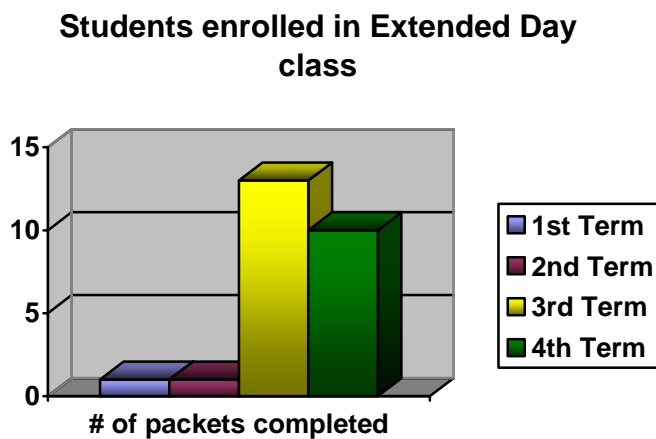
Students were put into the Extended Day class and required to pay \$30 for every 8 credits needed to make up. The students were then given Extended Day packets to work on each day in class. When the students finished a packet, they turned it in to the principal and were issued the next packet they needed to make up. The teachers were instructed to make sure the students had Extended Day packets to work on and make sure the students took advantage of class time to get help. The teachers were also instructed to not let the students take packets home because students wouldn't bring them back and would then have an excuse not to work on the packets during class time. The class started January 22<sup>nd</sup> at the beginning of the second semester and ended May 29<sup>th</sup> at the end of the semester. The evaluation methods used were student surveys at the end of the semester and looking at transcripts to see how many credits the students were able to complete the second semester as compared to the first semester.

## RESULTS

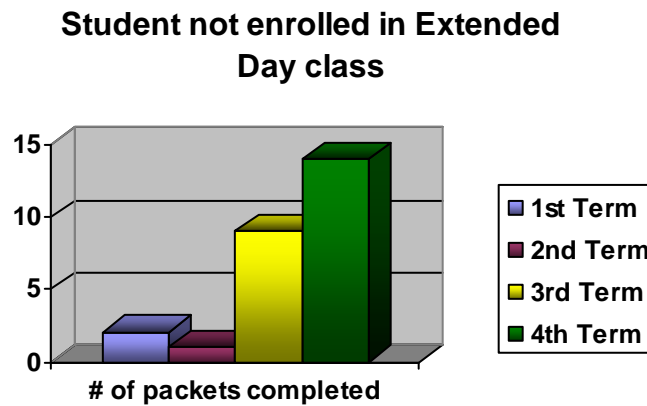
This graph shows the number of Extended Day packets completed this year from all the students that needed to make up credits.



This graph shows the number of packets completed this year by those students who were enrolled in the Extended Day class second semester.



This graph shows the number of packets completed this year by those students who were not enrolled in the Extended Day class.



A survey was given to the students as well. One hundred percent of the students in the Extended Day class said that having teachers available was helpful, the class helped them finish the packets quicker, and that we should continue to offer the class.

## DISCUSSION

The data shows the intended results were achieved; the Extended Day class was effective in helping students get their packets done quicker and not leave it until the last quarter and students were able to get adequate help from the teachers in the class. The second graph shows that those students enrolled in the Extended Day class turned in the majority of their packets during 3<sup>rd</sup> term. The third graph shows that those students not enrolled in the Extended Day class turned in the majority of their packets during the 4<sup>th</sup> term. It cannot be assumed that the Extended Day class was the main cause of the jump in the number of packets turned in between the 2 semesters because we know that students tend to wait until the last part of the year to turn in their work. Better data will be gathered next year on the effectiveness of the Extended Day class as this same

study will be continued. Then the data will be able to show the differences between the same terms.

When asking the administration how the teachers did in the class, it was clear that more direction will be needed next year. The teachers let the students take their packets home and consequently, the students had an excuse not to work in the classroom, since only one packet can be assigned at a time. This must be enforced next year so the students are always working. Also, the teachers had no information on how many packets each student needed to make up. Consequently, some students were telling the teachers they were done, when actually they were not. Next year, the teachers will be given the information on each student so they can help each student calendar out how much work needs to be done throughout the year. This way the work can be spread out evenly or possibly finished early.

We had 3 seniors this year who started out with between 8.5-16.25 credits to make up in packets. They put off doing the packets until the last minute and then all 3 of them checked out of school during the 4<sup>th</sup> term because they knew there wasn't enough time to start working on them at that point. My hope is that we can reach students who find themselves in the same position next year and get them to work on packets at the beginning of the year so they are able to graduate with their class.





## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Wendover High School

**Target Group:** 9<sup>th</sup> and 10<sup>th</sup> Grade Students

**Target Group selection is based upon:** Drivers Education Classes

**Key Word:** Why Try

### **ABSTRACT**

The purpose of this study was to assess the effects of an 18-week presentation of the Why Try? Program to students in 9<sup>th</sup> and 10<sup>th</sup> grade at Wendover High School. This study was based on a pretest and post test design. Data were collected from 45 high school students. Mode of measurement consisted of a counselor-designed questionnaire measuring students' understanding of concepts presented in the Why Try? Program. Data for this study were coded numerically and analyzed. Results revealed that the competency levels of students regarding the concepts presented in the program improved but increases were not statistically significant.

### **PROJECT DESCRIPTION**

#### **Introduction**

- DRSLs state that students are being taught strategies they can use to increase their ability to become life-long learners

#### **Participants**

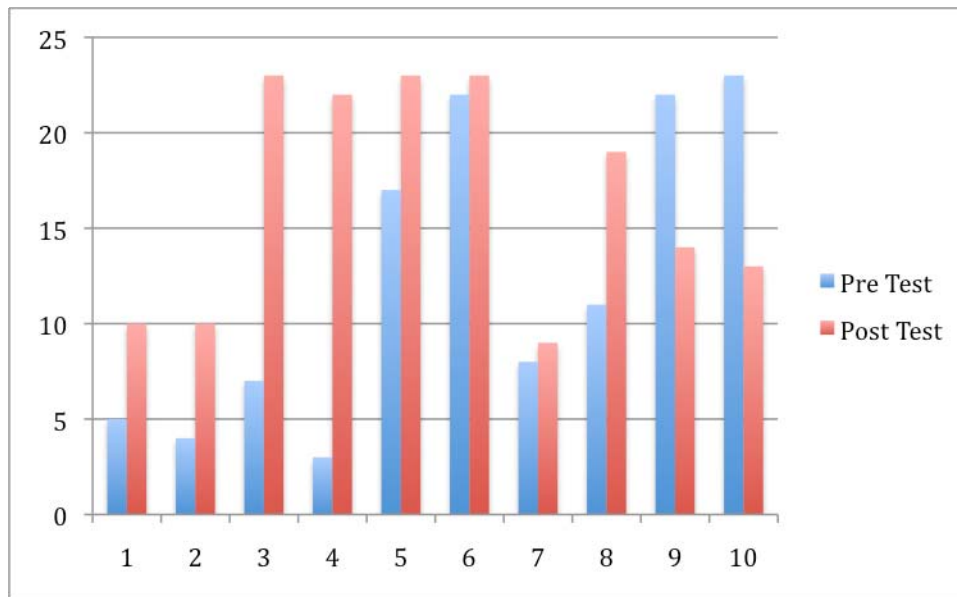
- Drivers Education Students while in 9<sup>th</sup> or 10<sup>th</sup> grade
- 50 students

#### **Method**

- DRSLs state that students are being taught strategies they can use to increase their ability to become life-long learners
- This project will be conducted weekly each week during the 2007-2008 school year in the Driver Education class.
- Why Try? Manual. Materials are outlined in the manual- Used for activities as directed
- Counselor: Kenneth Castagno

### **RESULTS**

- Scores on pre-test showed very little comprehension of concepts presented during Why Try? Presentations. Scores on post-test showed increase of comprehension of concepts.
- Post-test scores showed increased comprehension of concepts taught throughout the school year.
- Effort made by students who were in class during first semester to improve their situation in school was evidenced by counselor in SEOP conferences as well as in report cards and conversations with parents.
- Evidence of effort by those students that were in class during second semester will be more sufficiently observed during the next school year.



## DISCUSSION

This program will be continued in order to gather more definitive data.

Students can now answer for themselves why it is important to try to succeed in school, with family, and with friends.

The data is inconclusive but seems to show that students are beginning to understand the importance of striving for success in school and life.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School: Wendover High School**

**Target Group: 10<sup>th</sup> and 11<sup>th</sup> Grade Students with 2.9 GPA**

**Target Group selection is based upon: Needs Assessment**

**Key Word: Concurrent Enrollment**

### **ABSTRACT**

The purpose of this study was to assess the effects of a twice-a-year presentation and program to help potential concurrent enrollment students learn about their opportunities and options in concurrent enrollment while in high school. The study was based on a pre-enrollment and post-enrollment design. Data was collected from concurrent enrollment roll books from 2005, 2006, 2007, 2008. Mode of measurement was the collection of numbers of students enrolled in concurrent classes for each of the years studied. Data was coded numerically and analyzed. Results revealed more participation in concurrent classes during the years in which the students received the presentation than in the previous year with no presentation. The increases were not statistically significant.

### **PROJECT DESCRIPTION**

#### **Introduction**

DRSLs state that students are being taught strategies they can utilize to increase their ability to become life-long learners, students and teachers utilize available technology to enhance student learning, and all (students) will graduate and seek additional training beyond high school.

#### **Participants**

- All 10<sup>th</sup> and 11<sup>th</sup> Grade students with a cumulative GPA of 2.9 or higher.

#### **Method**

- Presentation describing concurrent enrollment process and opportunities will be offered to all eligible students during school day in fall and spring. Presentation will be offered at night to parents and students in the spring.

Power Point presentation from state website adjusted for needs of Wendover students

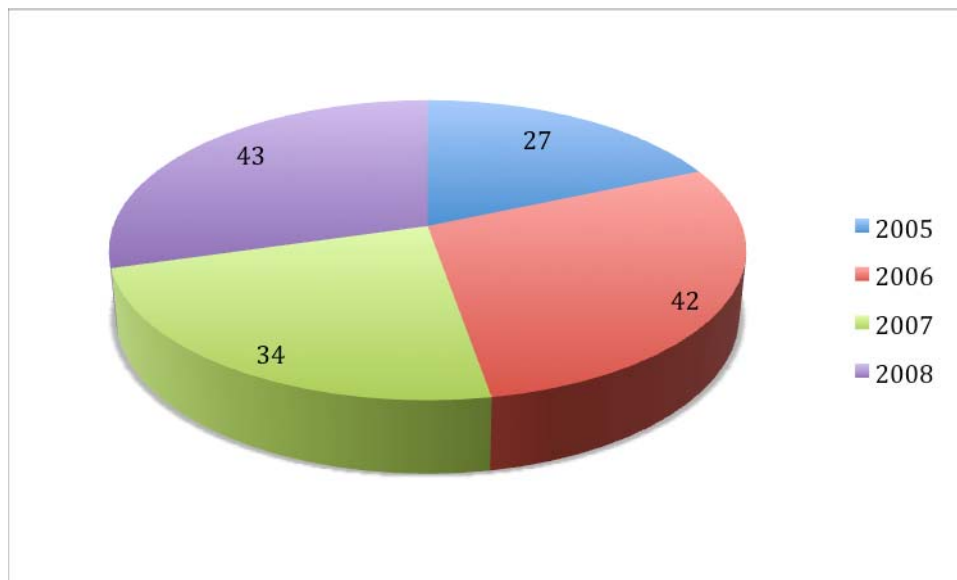
Handouts from colleges and school district

Announcement flyers for time and date of meeting

- Refreshments
- Comparison of number of students enrolled in concurrent classes this year with previous years.
- Kenneth Castagno, Counselor; Sheila Stewart, Ed Net Coordinator; and Marianne Oborn, District CTE Director will make the presentation and answer questions as required.

### **RESULTS**

In 2008, 26 students took 43 concurrent enrollment classes. One student was within 2 classes or receiving an associate degree upon graduation from high school



## DISCUSSION

Presentations were successful in helping students increase their understanding of the opportunity and rigor of taking concurrent enrollment classes while still in high school.

Students now have more knowledge about expectations and opportunities when considering concurrent enrollment.